

March 1, 2000

To: District Superintendents and School Principals

From: Susan M. Bennett, Program Administrator
Educational Options Office
(916) 322-5015

Subject: **Planning Grants for the School-Based Pupil Motivation and Maintenance (M&M) Program**

Enclosed is an application for a School-Based Pupil Motivation and Maintenance planning grant available to schools that have submitted a Letter of Intent To Apply. While the intent of this grant opportunity is to expand the M&M program beyond the districts in which it currently exists, districts currently operating M&M programs may also apply. These districts can add individual schools that will complete a K-12 cluster consisting of a high school, a feeder middle school, and two feeder elementary schools. All schools in a new cluster must submit their applications as a unit; no individual schools will be considered for funding. Clusters that have existing M&M schools as part of their feeder pattern should indicate which schools currently receive M&M funding.

As explained in the invitation to submit a Letter of Intent, the M&M program serves Title 1, English Language Learner, and Special Education student populations. Schools must have categorical funding available to support these student groups. The applicant high school in each cluster must have a dropout rate that exceeds the 1997-8 state average and a 1999 Academic Performance Index (API) ranking below 629, the state median for high schools. Planning grant funds may be used in the 2000-2001 school year to prepare competitive applications for the 2001-2002 M&M program grants.

Planning Grant applications will be approved on a first-come, first-served basis. The deadline for receipt of all planning grant applications in the Educational Options Office is **5:00 p.m. on May 15, 2000.**

Mail completed applications to:

Marco Orlando, Consultant
Educational Options Office
660 J Street, Suite 400
Sacramento, CA 95814

For further clarification please call Mr. Orlando at (916) 323-2212 or Margarita Garcia at (916) 323-5029. Additional M&M program information is available on the California Department of Education website at <www.cde.ca.gov/spbranch/essdiv/edoptshome>.

Instructions for Completing the 2000-2001 Motivation and Maintenance Planning Grant Application

(Do not include this page with your application.)

1. Each school must submit its application in a two-inch, three-ring binder. Use dividers to indicate the major sections. Clearly identify the application section number, section name, and page number of additional pages requested. No applications will be accepted if received after the deadline of 5:00 p.m. on May 15, 2000 at the Educational Options Office.
2. Limit the application to 8 1/2" x 11" pages, with a one-inch margin. For narrative pages, please use double-spaced or 1 and 1/2- spaced lines and a 11- or 12-point font that does not exceed six lines per inch. Pages must be clearly numbered. Deductions will be made for applications that are incorrectly sequenced, are difficult to read, lack signatures, or required items, or have incorrect signatures.
3. Submit components of the application in the following order:

SECTION I: FORMS

Page 1. Your school's cover page with the name of the school district(s) and the names of the schools in the cluster. (Attach a stamped, self-addressed post card.)

Page 2. School Board Plan Approval and Assurance Statement

Page 3. School Site Council Assurance Statement.

Page 4. Proposed Planning Grant Budget

Page 5. Personnel List

Page 6. Expenditure Form *(Due July 31, 2001)*

SECTION II: 1999-2000 SCHOOL DATA REPORT

Page 7. M&M Planning Grant Documentation

Page 8. Student Attendance, Attitude, and Qualification Information

SECTION III: COORDINATION OF SERVICES

Page 9. Listing of state funds and private support received by the school.

SECTION IV: RESILIENCY FACTORS

Pages 10-11. Description of the Resiliency Factors and Student Assets

SECTION V: STUDENT SUCCESS TEAMS

Page 11. Explanation of Student Success Teams

SECTION VI: STUDENT LEARNING LEVELS

Page 11. Explanation of Student Learning Level information

SECTION VI: STUDENT LEARNING LEVELS (Cont.)

Page 12. 1999-2000 Standards-Based School Achievement Summary

Page 13. 1999 Academic Performance Index (API) School Report Form

SECTION VII: SCHOOL SITE COUNCIL

Page 11. Explanation of School Site Council requirement

SECTION VIII: SCHOOL GOALS

Page 11. Explanation of setting schoolwide goals for the 2000-2001 school year

SECTION X: APPENDICES

Page 14. Model Program Concurrent Session Proposal is optional

Appendix A: Student Study Team (SST).

Provide 6 Summaries with the follow-up documentation directly attached to those summaries. Please number each SST summary sheet and follow-up meeting on the top right corner of the document. For example, the first SST summary sheet and follow-up meeting would be identified as number 1. **To maintain confidentiality, you must black out the last name of the student and parent on all SST forms.**

Appendix B: School Site Council (SSC) Minutes.

Indicate whether a member is a student or parent by circling the appropriate designation.

Appendix C: Schoolwide Goals.

Please identify quantifiable goals in the area of student attendance, student attitude or student achievement.

Appendix D: California Dropout Prevention Model Program Concurrent Session submission (optional), including student performance evidence that the program has been effective.

Applications must be received at the following address no later than 5:00 p.m. on May 15, 2000:

Marco Orlando, Consultant
Educational Options Office
660 J Street, Suite 400
Sacramento, CA 95814

Faxed applications will not be accepted. Please retain a copy of your application at your school. The Educational Options Office will return your stamped, self-addressed postcard upon receipt of your school's planning grant application.

SB 65 School-Based Pupil Motivation and Maintenance Program 2000-2001 Planning Grant Application Checklist

(Do not include this page with your application.)

All applicants must submit the following items as part of their **2000-2001** Motivation and Maintenance planning grant application to the Educational Options Office no later than 5:00 p.m. Monday, May 15, 2000. Applications that do not follow instructions may have points deducted from their holistic score. **Please retain a copy of the application at your school.**

End of the Year Report. Submit the School Report forms in the sequence identified in the instructions. Although you must respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the numbers listed in the instructions.

School Site Council Composition. All SB 65 programs are School-Based Coordinated Programs and must have a functioning School Site Council. The School Site Council (SSC) reviews and approves the Pupil Motivation and Maintenance application. The composition of the SSC is a compliance item. The SSC must be constituted exactly as required by law. If you are uncertain of the correct composition of your School Site Council, contact Marco Orlando at the Educational Options Office for assistance.

Proposed Planning Grant Budget for FY 2000-2001. Use the attached form to report the budget for the 2000-2001 year. The school must report how it intends to use the 2000-2001 M&M planning grant funds to the California Department of Education in the column indicated. The budget must be approved by the School Site Council and that approval must be recorded in the SSC minutes and signed its chairperson.

Personnel List. Use this form to report changes of personnel at your school. Include telephone, fax number, and address changes as well.

Expenditure Report. Each school must submit the separate end-of-the-year expenditure form (CDE-101-A) provided in this application to report 2000-2001 planning grant expenditures no later than **July 31, 2001**. Be sure to identify any unexpended funds in the columns indicated. Clearly indicate both the amount of the indirect cost and the indirect rate used by the school district. If the school is successful in its application for full M&M status in 2001-2002, no grant letter can be sent to your school district until this form has been submitted to the Educational Options Office. If you have questions regarding your expenditure report, contact Margarita Garcia at (916) 323-5029 for assistance.

SCHOOL BOARD PLAN APPROVAL AND ASSURANCE STATEMENT FOR DISTRICT MOTIVATION AND MAINTENANCE PROGRAMS

The signature of the Board of Trustees/School Board President or designee verifies that the Board has reviewed and approved the SB 65 School-Based Pupil Motivation and Maintenance (M&M) Program Plan of the school(s) listed below. With these signed assurances the school district accepts liability for the return of funds used for purposes other than those identified in this application.

Name of School District

Name and Title of School Board President/Designee

Signature of School Board President/Designee

Date of Action

List of cluster of schools applying for planning grant consideration for **2000-2001**.

Name of School	School Principal	District Name
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Elementary Schools		
1.		
2.		
(3.)		
Middle School		
1.		
High School		
1.		

The deadline for the receipt of this application at the Educational Options Office of the California Department of Education is 5:00 p.m. on May 15, 2000. No applications received after this time will be eligible for consideration.

SCHOOL SITE COUNCIL ASSURANCE STATEMENT 2000-2001

School	Date
District	CDS Code — — <small>Assigned number in the California Public School Directory</small>
School Principal	Telephone ()

Composition of the School Site Council

Every School-Based Coordinated program must have a School Site Council (SSC) composed equally of school staff and parents / students. All members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff person who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total school staff membership. At middle and high schools, students must comprise half of the parent and student membership. A community member may take the place of a parent if chosen by parents of students currently attending the school. (Reference: *School-Based Programs, Coordinated Compliance Monitoring Review Manual*.)

The minimum number of SSC members for an elementary school is **ten**; for a middle or high school it is **twelve**.

Type or print the full name and current position each individual held in the 1999-2000 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Parent/ Student (Circle One)
Teacher	Parent/ Student (Circle One)
Other	Parent/ Student (Circle One)

We, the above, attest that we have reviewed and approved the SB 65 school plan, budget and role description of the outreach consultant position by a majority vote. We were the duly elected School Site Council for the SB 65 School-Based Pupil M&M Program Plan at our school .

Printed name of the SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of SSC Chairperson	Date

**SB 65 School-Based Pupil Motivation and Maintenance Program
2000-2001 Proposed Planning Grant Budget**

Complete one report for each school.

Name of School

CLASSIFICATION	2000-2001 Grant
1000 Certificated Salaries	
2000 Classified Salaries	
3000 Employee Benefits	
Personal Services Contracts	
4000 Books and Supplies (cannot exceed \$1,000)	
5000 Services and Other Operating Expenditures Staff development / Conferences Mileage (grant-related)	
Indirect Cost District Indirect Rate _____%	
Total Grant	

Total of the two columns should be \$50,000

Use of M&M Planning Grant Funding Pupil Motivation and Maintenance funds are offered to support a school's future application to the Pupil Motivation and Maintenance network. These fund can be used for any of the following purposes: attendance at SB 65-sponsored conferences and trainings, visits to SB 65 M&M model sites, employing consultants, grant writers, and travel and expenses related to any of the strategies mentioned above. These funds, however, shall not be used for capitol outlay, including computers, printers, etc.

Printed or typed name of the SSC Chairperson	Parent / Staff Position
Signature of 1999-2000 SSC Chairperson	Date

**2000-2001 Personnel List
SB 65 School Based Pupil Motivation and Maintenance
Planning Grant Application**

Name of School District

Name of Superintendent

District Address	City	Zip
Telephone (<i>include area code</i>)	Fax #	
E-mail address		

Name of District Business Manager/Grants Officer

Title		
District Address	City	Zip
Telephone (<i>include area code</i>)	Fax #	
E-mail address		

Name District Contact Person for SB 65

Title		
Address	City	Zip
Telephone (<i>include area code</i>)	Fax #	
E-mail address		

Name of School	CDS Code
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Name of School Principal

School Address	City	Zip
School Telephone (<i>include area code</i>)	Fax #	
Contact Person for M&M Grant	Position Title	
Telephone (<i>include area code</i>)	Fax #	
E-mail address		

☐

Check this box if there is an outreach consultant position at the school.

☐

Check this box if the principal has had prior experience or training in the M&M program.

☐

Check this box if this school is part of a new K-12 Cluster application.

EXPENDITURE REPORT FOR FISCAL YEAR 2000-2001

District Name: _____ School Name: _____

Program: *SB 65 Pupil Motivation and Maintenance Planning Grant****DUE JULY 31, 2001***

Objects of Expenditure: (Enter Dollar Amounts Only)			
Account No.	Classification	1999-2000	1998-99 Carryover
<i>Certificated Personnel Salaries</i>			
1900	Other Certificated Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
<i>Classified Personnel Salaries</i>			
2900	Other Classified Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
<i>Employee Benefits</i>			
3100	State Teachers' Retirement System	\$	\$
3200	Public Employees Retirement System	\$	\$
3300	Old Age, Survivors Disability, and Health Insurance	\$	\$
3400	Health and Welfare	\$	\$
3500	Unemployment Insurance	\$	\$
3600	Workers' Compensation Insurance	\$	\$
	FICA	\$	\$
	Other (please specify)	\$	\$
<i>Program Materials</i>			
	Books and Supplies		
4200	Other Books	\$	\$
4500	Other Supplies	\$	\$
<i>Services and Other Operating Expenditures</i>			
5100	Contracts for Personal Services of Consultants	\$	\$
5200	Travel and Conference (not to exceed \$1000)	\$	\$
5300	Dues and Memberships	\$	\$
5800	Services and Operating Expenditures (specify)	\$	\$
	Mileage (intra-district travel)	\$	\$
<i>Indirect Costs</i> Indicate District Rate _____ % (As reported on the J-380 Program Cost Allocation Form)		\$	\$
TOTAL EXPENDITURES		\$	\$
1999-2000 GRANT AWARD		\$	\$
AMOUNT UNEXPENDED		\$	\$

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the Education Code, notwithstanding the schedule set forth in Section 54723 of the Education Code.

Name and Position of person completing this report

Signature

Telephone ()

Date

Motivation and Maintenance Planning Grant 1999-2000 School Data Report

School	School District
Address	County
City State Zip	CDS Code - - <small>Assigned number reported in the <i>California Public School Directory</i></small>
Name of School Principal	Telephone Fax () ()
Name of District Contact	Telephone Fax () ()

Education Code Section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Pupil Motivation and Maintenance (M&M) Program. This reporting form is part of the planning grant funding process for schools that are competing for funding in the **2000-2001** program year. Applicant schools are required to complete this report about their 1999-2000 data related to dropout prevention activities. Please complete and return this form to CDE by **May 15, 2000**.

Data Collection. Following the recommendations of the 1994 Improving America Schools Act (IASA), the M&M program asks schools to collect and report learning data from their multi-funded student populations (e.g., Title I, Special Education, Bilingual LEP students). This information will be reported on a Standards-Based School Accountability Report form included in this application. **A copy of this information should be retained at your school after submission of this report as it will serve as baseline data for future reports.**

SECTION II: SCHOOL INFORMATION

A. Enrollment: Enter the total number of students enrolled at your school during each year and indicate the type of school:

1998-99 1999-00 Year-Round School Traditional

B. Ethnicity: Enter the percentages for each group represented in your school population (e.g., 52.5%).

<input style="width: 50px; height: 20px;" type="text"/>	African American	<input style="width: 50px; height: 20px;" type="text"/>	Hispanic
<input style="width: 50px; height: 20px;" type="text"/>	Asian/Pacific Islander	<input style="width: 50px; height: 20px;" type="text"/>	Native American
<input style="width: 50px; height: 20px;" type="text"/>	White (not Hispanic)	<input style="width: 50px; height: 20px;" type="text"/>	Alaskan native

- A. Attendance** Enter the average daily attendance percentage figure routinely reported to your district for the month, averaged for the total school year for the last three school years. Please report actual, in-seat attendance, not excused absences.

1997-98		1998-99		1999-2000	
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- B. Attitude** (Student Behavior) Please provide the cumulative number of days of suspension and expulsions the school assigned for the last three years. Compute the average number for suspensions and expulsions for the first two years and compare it with 1999-2000. The plus sign (+) indicates an increase, the minus sign (-) a decrease.

Days In-school suspensions		Days Regular suspensions		Average days suspension for 1997-98 & 1998-99	
1997-98					
1998-99				Suspensions in 1999-00	
1999-00				Actual Increase / Decrease	
Students Expelled				Average expulsions for 1997-98 & 1998-99	
1997-98		1998-99		Expulsions in 1999-00	
				Actual Increase / Decrease	

- C. School Mobility** Record the number of students who entered or exited school without completing the full year in 1997-98, 1998-99, and 1999-2000 (**through April 15, 2000**). Use a consistent measure aligned to your school calendar.

1997-98		1998-99		1999-00	
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SECTION II QUALIFICATIONS FOR AN M&M PLANNING GRANT

1. Academic Performance Index Ranking¹

2. Is the school a designed Schoolwide Project ?

Yes	No
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3. What percentage of the students at the school receive Title I Assistance or are Title I eligible?

4. What percentage of the students at the school are English Language Learners (LEP)?

5. What percentage of the students at the school are eligible for free or fee-reduced lunches?

6. What percentage of the school's staff are fully credentialed?

7. What is the Average Parent Education Level? ¹

¹Information is available on the 1999 API School Report website at <http://data1cde.ca.gov/dataquest/>

SECTION III: COORDINATION AND INTEGRATION OF SERVICES

All M&M schools are School-Based Coordinated Program Schools and are expected to coordinate and integrate state funds and/or services. Federal funds may be coordinated only by Title I Schoolwide Project Schools.

1. List **all** the categorical funds provided at your school and the dollars allocated.

Categorical Program	1998-99 Funding	1999-2000 Funding
a. _____		
b. _____		
c. _____		
d. _____		
e. _____		
f. _____		
g. _____		

2. While the SB 65 School-Based Pupil Motivation and Maintenance Program provides funding to support a dropout prevention "Outreach Consultant" position, the funding is often insufficient to meet all the costs for this position and the program. Please list all other local and private collaboratives from whom the school could draw to support a Motivation and Maintenance Program at the school site. Indicate the nature of the collaboration and what kind of support is provided, e.g., amount of funding, in-kind, mentors, business partners, etc.

Program Partner	Nature of Collaboration	Nature of Support

SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (Optional)

At the center of the School-Based Pupil Motivation and Maintenance Program is a plan to build personal assets and resiliency among students in at-risk circumstances. Please examine the elements below and review with staff members how many of these resiliency elements are already in place at your school site. If you decide to apply for M&M funding your school will have to document any student attendance, attitude, or academic improvement you have noticed by institutionalizing these supports for student asset development. You may wish to add these strategies as a way of supporting student asset development.

1. Pro-Social Bonding

- a. Increase bonds of connectedness between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Staff see themselves as nurturers and work to build positive relationships with students.
- c. Many before, after, and in-school activities are available to students.
- d. The work day is structured to promote meaningful interactions among staff.
- e. The school creates positive bonds with families.
- f. The physical environment of the school is warm, positive, and inviting.

2. Teaching “Life Skills”

- a. The staff teaches refusal skills, assertiveness, healthy conflict resolution, decision making, stress management, how to make friends, and how to find and interview for a job. The qualities of a good employee are consistently taught to students in a format that emphasizes role playing and relevance to “real life” situations.
- b. Cooperative learning, i.e., learning focusing on both social skills and academic outcomes, is effectively utilized.
- c. Cooperation between staff is emphasized and encouraged. The staff supports the need for continuous skills development related to effective organizational functioning and effective teaching.
- d. The school offers staff development opportunities on effective organizational change. Participation is encouraged, based on self-identified needs for skill development.

3. Clear, Consistent Boundaries

- a. A clear, firm policy, addressing student behaviors is in place and is consistently enforced.
- b. The intervention process for students (Student Study Team) is effective.
- c. Boundaries/expectations for school staff are clearly communicated and consistently enforced (e.g., school policies, organizational rules, parent support for family meetings, and family rules). The school fosters an continuous discussion of norms, rules, goals and expectations for staff and students.
- d. Staff model behavioral expectations developed for students and themselves.
- e. The school offers staff development on policy and procedural issues and effective classroom management.

SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (cont.)

4. Caring and Support

- a. Many types of incentives, recognitions, and rewards are in place for students.
- b. Structures and programs are in place in the school (e.g., counseling, support groups, home rooms, etc.) to increase caring and support for students.
- c. Many types of incentives, recognition, and rewards are in place for staff.
- d. The reward system for staff includes recognition for individual risk-taking and achievement. The school has a climate of kindness and encouragement.
- e. Resources needed by students and staff are secured and distributed fairly at the school.
- f. The school ensures that all children have some caring and support by providing school programs such as mentorships and community support groups that can provide unconditional caring, listening, encouragement, and support.
- g. The school organizes programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

5. High Expectations

- a. Staff communicate the belief that all students can succeed clearly and frequently, providing all children with high expectations for success.
- b. Policy and practice assure that little or no labeling (formal or informal) or tracking of students takes place.
- c. Staff communicate the belief that all staff can succeed clearly and frequently.
- d. The school encourages increased understanding of each staff member's contribution and supports job sharing, teaming and other cooperative ventures.
- e. The school provides growth plans with clear outcomes, regular reviews, and supportive feedback.
- f. An attitude of "can do" permeates the school.

6. Opportunities for Meaningful Participation

- a. Student programs which emphasize service to other students, school, and the community are in place.
- b. Students and staff are meaningfully involved in making decisions about the school including decisions about governance and school policy.
- c. Staff roles are defined to include organization-wide responsibilities.
- d. All members of the school community (students, parents, staff) are viewed as resources rather than as problems, objects, or clients.
- e. The school climate emphasizes and rewards probing assumptions, doing what really matters, and risk-taking.
- f. Each student should be involved in some positive school program, such as cross-age tutoring or support groups, clubs, or organizations.
- g. The school fosters Service Learning and/or Community Service.

SECTION V: STUDENT SUCCESS TEAMS

The Student Success Team (SST) is the chief early identification and early intervention tool for the M&M program. If your school uses the SST process, please submit at least six (6) samples of your school's SST process. Include the actual summaries recorded during the meetings and any follow-up meetings. Submit them as Appendix A at the end of this application. All follow-up meeting forms should be filed immediately behind the respective initial meetings.

SECTION VI: STUDENT LEARNING LEVELS

In the recent augmentation of M&M program funds, the governor called for an evaluation of the M&M program before the state would approve further expansion. The M&M program acknowledges that all school improvement begins by a careful review of student work. In this planning grant application the M&M program requests selected performance data for multi-funded student populations (SBSA form), and the school's Academic Performance Index (API) information. Schools can obtain this test data from their district office. In order to insure a fair judgment among the applications for the planning grant funds, please submit the Stanford 9 results using the Standards-Based School Achievement (SBSA) Summary form for multi-funded students, included as page 13, and your school's Academic Performance Index School Report included as page 14. The API information is available from the CDE website at: <http://data1.cde.ca.gov/dataquest/>

SECTION VII: SCHOOL SITE COUNCIL

The School Site Council is a requirement for all School-Based Coordinated Programs. On page 3 of this application you were asked to list your School Site Council members. If your school does not currently have a School Site Council or they do not meet regularly, you may wish to seek help to activate or reactivate this council. You may wish to include copies of your School Site Council Minutes as Appendix B at the end of this application.

SECTION VIII: SCHOOL GOALS (Optional)

In the M&M program, schools identify quantifiable goals in attendance, student attitudes (behavior) and achievement. If your school has identified any schoolwide goals, you may wish to review them and the method the school plans to use to validate progress on these school goals. The new goal should focus on one or more of the following: student attendance, student attitude, and/or student achievement. As an optional addition to this application you may wish to identify the goal or goals, also please indicate how this goal will be measured and how its attainment will be recognized and celebrated by parents, staff, and students. Add this element as Appendix C at the end of this application.

SECTION X: APPENDICES

After **page 14** add Appendices. Please label each section clearly.

Appendix A, 6 Student Study Team Summaries with follow-up documentation

Appendix B, School Site Council minutes with member signatures

Appendix C, School Goals

Appendix D, CDPN Conference Model Program Submission (optional)

Appendix D: California Dropout Prevention Conference October 18-22, 2000 Model Program Concurrent Session Proposal (Optional)

The Educational Options Office showcases Model Programs at the annual Dropout Prevention Conference as the Model Program Repository. If you have a successful program you wish included in this repository, please complete the following questions:

1. Program Title:

2. Program Subject: Area (e.g. gang reduction, resiliency, etc.):

3. Is your program or strategy "transportable," i.e., is it workable at other schools? If so, please share a written description of it for the M&M Model Program Repository. Use other page(s) to describe the program in Appendix D at the end of this application.

4. Describe the measurable evidence you have of the success of this program or strategy.

5. Program Manager / Contact Person _____
Address _____ Phone (____) _____
City / State / Zip _____ FAX (____) _____

Include a stamped, self-addressed postcard attached to the cover page of each proposal. The returned postcard will serve as notification to your school that the California Department of Education has received your application by May 15, 2000, the deadline date. Please retain a copy at the school and mail the original application to:

**Marco Orlando, Consultant
California Department of Education
Educational Options Office
660 J Street, Suite 400
Sacramento, CA 95814**